



**WELCOME TO
YEAR FIVE**

MEET THE TEAM

Teacher: Mrs Guttenbrunner (Mrs G) works Monday-Wednesday

Teacher: Miss Roe works Thursday and Friday

Teaching assistant: Mrs Hall – every day



START AND END OF THE DAY

- Arrive between 8:35-8:45am.
- Registers are at 8:45am. Anyone arriving after this time will be marked as late.
- Children to go to the office if they arrive after 8:45am to register and record their lunch option for the day.
- Children wait outside the Year 5 door leading onto the top playground in the morning and this is where they are dismissed from at the end of the day too.
- Please let us know if your child can walk home by themselves or if they will be collected by an adult via Arbor. Lots of these are still pending.
- School ends at 3:15pm. Children going home with an adult will be dismissed at the door. The rest of the children will walk with the teacher to the main gate to be dismissed and collect their phone if they have one.



TIMETABLE

Maple Class Timetable - Autumn 1 2026

	8:35 - 8:45	8:45 - 9:00	9.00- 9.10	9:10-9:30	9:30-10:30	10:30- 10:45	10:45 - 11:00	11:00-12:00	12:00 - 1:00	1:00-2:00		2:00-2:55	3:00 - 3:15
Monday	Th e G o o d M o r n i n g C l u b	Reg iste r S o f t s t a r t a c t i v i t y	As s e m b l y	Guided Reading	Handwriting & English	Pla yti me	Maths Fluency	Maths	Lun c ht i m e	PE	P S H E	Computing	Story
Tuesday				Guided Reading	English		Maths Fluency	Maths		Science		Science	Story
Wednesday				Guided Reading	Handwriting & English		Maths Fluency	Maths		Art/DT	RE	P S H E	Story
Thursday				Guided Reading	English		Maths Fluency	Maths		French	PE (Outdoor)	Story	
Friday		Celebration assembly	Guided Reading	Handwriting & English	Maths Fluency		Maths	History/ Geography		Music	Story		



MORNING STARTER

Good Morning

Week Two - Tuesday

Lunch choices:

Red: Plant-Based
Meatballs with
Tomato Sauce

Green: Mac & cheese

Yellow: Cheese
Baguette

Blue: Jacket potato with
baked beans or cheese

What to do:

Hang up bag and coat.

Take chairs down for your table.

Complete soft start activity.

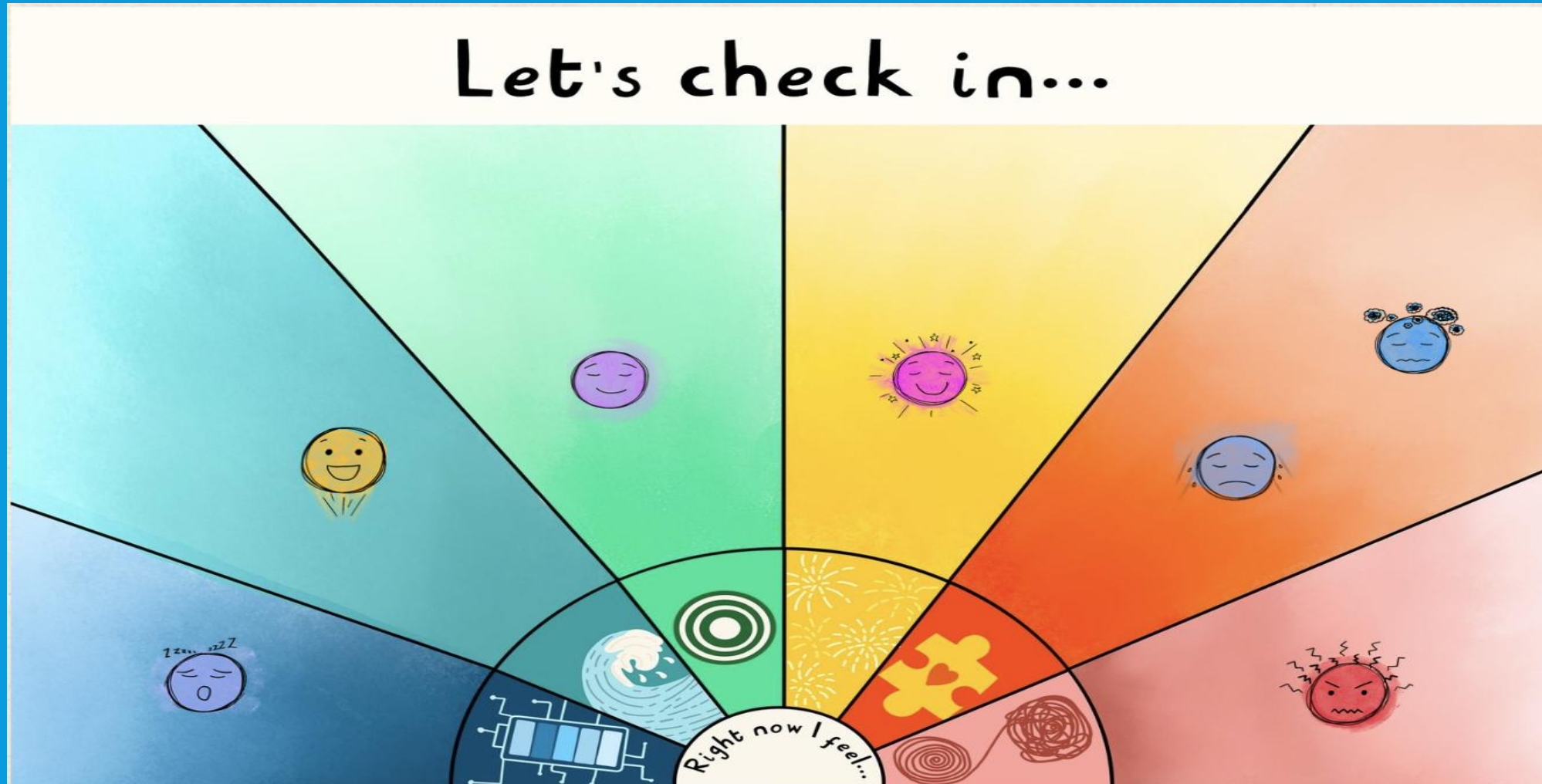
Soft start activity:

Try to make the longest word you can
using these nine letters.

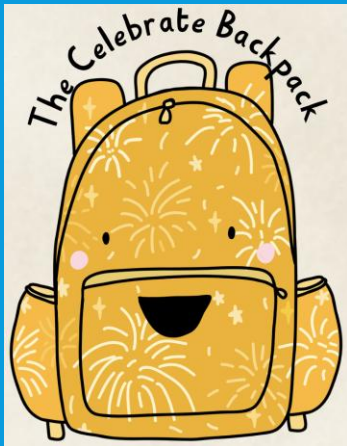
M S T E A P L A M



THE GOOD MORNING CLUB



THE GOOD MORNING CLUB



These are the backpacks that the children will refer to throughout the day. Activities from these will be used throughout the day to support the children in regulating their emotions and support their learning.

THE GOOD MORNING CLUB

	The first 5-10 minutes of the day	
	The first 5 minutes after break	
	The first 10 minutes after lunch	
	Before or After a task with less movement	
	Before or After a task with less collaboration	
	The last 5 minutes of the day	

This is an example of how the different backpacks could be used throughout the day to help with regulation and learning.



CURRICULUM MAP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	→ Whole School 'Explore and Engage Unit' → Non-Chronological Report – The World of the Unknown: Monsters (by Carey Miller) & The Book of Mythical Beasts and Magical Creatures (by Stephen Krensky) → Narrative (Description) – Cloud Tea Monkeys (by Mal Peet & Elspeth Graham)	→ Narrative: The Promise (by Nicola Davies) → Poetry: Cinquains. Where the Poppies Now Grow (by Hilary Robinson and ...) → Biography: Fantastically Great Women Who Changed the World (by Kate Pankhurst); Little Leaders: Bold Women in Black History (by Vashti Harrison); Stone Girl Bone Girl (by Laurence Anholt); Groundbreaking Scientists (by J.P. Miller)	→ Persuasive letters: The Misadventures of Frederick (by Ben Manley, illus. by Emma Chichester Clark) → Non-Chronological Report: The Street Beneath Our Feet & other Yuval Zommer texts	→ Description: The Waterfower (by Gary Crew) Creating Mystery & Suspense: various texts, inc. Boy in the Tower (by Polly Ho-Yen), Varghese Paw (by SF Said), Read, Scream & Repeat (ed. by Jennifer Killick) → Poetry: Take One Poet (Karl Nova) Rhythm and Poetry	→ Explanation: The Lost Book of Adventure (by Teddy Keen) → Advertising campaign: Range of real-life examples	→ HFL Reviews: Balanced arguments → Description: Birdsong (by Katya Balen)
Maths	→ Place Value and Rounding of Large Numbers → Interpret Negative Numbers → Place Value of Numbers with up to Three Decimal Places → Multiply and Divide by 10, 100 and 1,000 → Properties of Number – Multiples, Factors and Common Factors → Prime and Composite Numbers → Multiply and Divide Mentally → Solve Problems Involving Knowledge of Key Facts → Add and Subtract Using a Range of Strategies → Add and Subtract Using Formal Written Methods → Formal Written Method for Multiplication → Formal Written Method of Short Division → Equivalent Fractions → Compare and Order Fractions → Adding and Subtracting Fractions		→ Problem Solving – All Four Operations → Multiply Fractions by Whole Numbers → Fraction Problem Solving → Measure – Converting Units of Measure → Area → Volume and Capacity → Percentages → Problem Solving – Percentages → 3-D Shapes from 2-D Representations → Reflection and Translation → Perimeter → Estimate, Compare, Measure and Draw Angles → Identify Unknown Angles		→ Formal Methods for Division and Multiplication in Increasingly Complex Problems → Strategies for Multiplication and Division (Mental and Written) → Solving Problems involving Scaling by Simple Fractions and Rates → Conversion of Imperial and Metric Units of Measure → Fractions, Decimals and Percentages Problem Solving → Reading Timetables and Calculating with Time → Solve Problems involving the Four Operations → Distinguish between Regular and Irregular Polygons → Use Properties of Rectangles → Statistics – Solve Comparison, sum and difference problems using information in a line graph → Statistics – interpreting and evaluating information presented in charts and tables → Roman numerals	
Science	Forces, Earth and Space: Imbalanced forces Building on their knowledge of contact forces, children	Earth and Space: Earth and space Exploring some of the key celestial bodies in our solar system, children learn the names and compare their	Materials: Mixtures and separation Pupils explore different types of mixtures and the different methods that can be used to separate them. They dissolve a range of substances, identify different solutions and investigate how temperature	materials: Properties and changes Broadening their experience of the properties of materials, children investigate	Living things and their habitats: Life cycles and reproduction Studying different animals' life cycles, children learn about the significance of	Animals, including humans: Human timeline Studying human development and changes, children



CURRICULUM MAP

	explore gravity, air resistance and water resistance in more depth and consider the effect of these forces being imbalanced. They demonstrate key principles in the classroom and plan investigations to further their understanding of the effects of these forces. Pupils test their ideas using models and compete to build the most effective pulley system.	movements. Pupils discover the relationship between the Earth's rotation and day and night, making models to represent their knowledge. They make their own sundials and consider how and why our ideas about the universe have changed so much over history.	affects the time taken to dissolve. They design and create a water filter, sieve soil and evaporate solutions.	hardness, transparency and conductivity and consider how these properties influence the uses of materials. They explore reversible changes, including dissolving and changes of state. Children compare these to irreversible changes, including rusting, burning and mixing vinegar and bicarbonate of soda.	reproduction for a species' survival. Pupils calculate the probability of male and female turtles hatching and grow plants to compare asexual and sexual reproduction. Pupils compare fertilisation across different animals and explore the needs of a fetus. Children narrate their own documentary in the style of an inspirational naturalist.	identify key stages and consider what data may help determine if a child is growing normally. They describe how puberty affects girls and boys and produce graphs to record how gestation periods vary across different animals.
	Digital Citizenship and E-safety: How do we behave safely and respectfully online?					
Computing	Computing systems and networks: Systems and searching Learners develop their understanding of computer systems and how information is transferred between systems and devices. Learners consider small-scale systems as well as large-scale systems. They explain the input, output, and process aspects of a variety of different real-world systems. Learners discover how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search	Creating media: Video Production Learners have the opportunity to learn how to create short videos in groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Active learning is encouraged through guided questions and by working in small groups to investigate the use of devices and software. Learners are guided with step-by-step support to take their idea from conception to completion. At the teacher's discretion, the use of green screen can be incorporated into this unit. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video.	Programming A – Selection in physical computing Unit introduction In this unit, learners will use physical computing to explore the concept of selection in programming through the use of the Micro-bit programming environment. Learners will be introduced to a microcontroller (Microbit controller) and learn how to connect and program it to control components (including output devices — LEDs and motors). Learners will be introduced to conditions as a means of controlling the flow of actions in a program. Learners will make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the 'if...then...' structure) and write algorithms and programs that utilise this concept. To conclude the unit, learners will design and make a working model of a fairground carousel that will demonstrate their understanding of how the microcontroller and its components are connected, and how selection can be used to control the operation of the model. Throughout this	Data and Information: Flat-file databases Learners look at how a flat-file database can be used to organise data in records. Pupils use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems. They use a real-life database to answer a question and present their work to others.	Creating media: Introduction to vector graphics Learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work. This unit is planned using the Google Drawings app, other alternative pieces of software are available.	Programming: Selection in quizzes Learners develop their knowledge of selection by revisiting how conditions can be used in programs and then learning how the if... Then... Else structure can be used to select different outcomes depending on whether a condition is true or false. They represent this understanding in algorithms and then by constructing programs using the Scratch programming environment. They use their knowledge of writing programs and using selection to control outcomes to design a quiz in response to a given task and implement it as a program.



CURRICULUM MAP

	engines.□		unit, learners will apply the stages of programming design.¶		
History□	British history: Were the Vikings raiders, traders or something else? Extending their understanding of different societies, children learn about the Vikings and the struggle for Britain. They develop their chronological understanding and explore new types of sources, including oral histories, to learn about the Vikings and the impact they had on local British communities.¶ Using historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers.¶		British history: What was life like in Tudor England? Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They learn how both monarchs tried to control the public perception of themselves using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn about what life was like for people living in Tudor times.□		What is the legacy of the ancient Greek civilisation? Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the ancient Greeks, children learn about the Olympic games, architecture, art and theatre.□
Geography□	What is life like in the Alps? Discovering the climate of mountain ranges and considering why people choose to visit the Alps, children focus on Innsbruck and identify the human and physical features that attract tourists. They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings.¶		Why do oceans matter? Exploring the significance of our oceans, children learn how humans use and impact them and how this has changed over time. Pupils study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco-friendly choices. They use fieldwork skills to investigate the amount and type of litter in their nearest marine environment.□		Would you like to live in the desert? Recapping biomes with focus on hot desert biomes and their various characteristics, children map the largest global deserts. The Mojave Desert is used as a case study to support the children in learning about the physical features of a desert. Children also consider how humans use deserts and the environmental threats that can occur in this landscape.□
Art□	Painting and mixed media: Portraits Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own.□		Sculpture and 3D: Interactive Installation Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece.¶ unique self-portraits in mixed-media.□		Painting and Mixed Media: Architecture Investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid and creating their own building designs, creatively presenting research on artist Hundertwasser and exploring ideas behind the symbolism of monument design.¶
DT□	Mechanical systems: Gears and pulleys Incorporating a range of functional mechanisms that use levers, sliders, layers and spacers to give the illusion of movement through interaction.¶		Structure: Bridges After learning about various types of bridges and exploring how the strength of structure can be affected by the shapes used, create their own bridge and test its durability – using.¶		Textiles: Stuffed toys Create a stuffed toy by applying skills learnt in previous units. Introduce blanket stitch.¶
RE□	Why doesn't Christianity always look the same? Children will investigate why Christian worship looks different across the world when key beliefs are the same. They will	Why do people have to stand up for what they believe in? Children will investigate historical and modern-day examples of people who have fought for their beliefs. They will look at Christian, Muslim and Sikh beliefs.□	What happens when we die? (Part 1) Children will interpret different sources of wisdom and beliefs about what happens when we die. They will look at Jewish, Christian, Muslim and Humanist beliefs.□	What happens when we die? (Part 2) Children will continue to investigate concepts relating to death and explore the concepts of reincarnation and karma. They will look at Hindu, Buddhist and Sikh beliefs.□	Who should get to be in charge? Children will explore how leaders can be chosen for leadership characteristics. They will look at Muslim, Sikh and Christian beliefs.□
					Why are some places in the world significant to believers? Using maps, pictures and texts, children investigate why some places are significant to some religions.¶ They will look at



CURRICULUM MAP

	look at Christian beliefs.					Christian, Jewish, Buddhist, Muslim, Sikh and Hindu beliefs.
French	La date Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, children will have the knowledge and skills to say the date and when their birthday is in French.	As-tu un animal? Children will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in French. They will move from 1st person singular to 3rd person singular verb <u>usage</u> so they are able to say what the pet is called and use conjunctions more confidently.	Chez moi? Children will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses.	Les vêtements Children will have the knowledge and skills necessary to describe what they are wearing in French. This is a unit that brings together much of the grammar covered in our Intermediate teaching type (nouns, gender, determiners, plurality, possessives, adjectival agreement, 1st person conjugation) so that pupils can say and write what they are packing in their suitcase for a holiday.	Les habitats Children will have the knowledge and skills to present both orally and in written form about various plants and animals that live in five very different habitats in French. This is one of the first units to encourage slightly more complex and sophisticated writing using a wider range of vocabulary.	Les Jeux olympiques Children will be taught the skills to understand slightly longer and more complicated text in French. They will learn to 'gist' read, listen and understand more by using cognates and more familiar language to decode unknown language. Children will learn 10 Olympic sports as well as the 1st and 3rd person conjugations of the verb 'faire' in order to express which sports they do and do not do.
PE	Counter Balance and Counter Tension • Introduction to Counter Balance • Application of Counter Balance learning onto apparatus • Sequence formation • Counter Tension • Sequence completion Hockey • Develop defending: blocking and tackling • Refine dribbling/passing to create attacking opportunities	Dodgeball • Introduce blocking • Consolidate catching • Understand where we throw and why we need to throw with accuracy and power • Explore basic attacking and defending tactics Flight • Introduction to Flight: Developing Jumping • Developing Flight: Jumping and Turning • Application of 'Jumping' learning, onto apparatus • Combining jumping on apparatus with Canon and Unison	Basketball • Refine passing and receiving • Apply passing, footwork and shooting into mini games, introduce officiating • Introduce defending • Explore the function of other passing styles Street Art • Using movement to create Street Artists' 'Tags' • Using a variety of concepts/relationships to change and develop our Street Art movements • Combining Breakdance with Street Art	Dance: The Circus • Develop character movements linked to prejudices • Create movements that represent different characters and performers in a circus • Extending our performance incorporating props and apparatus linked to the variety of performers Tag Rugby • Refine passing and moving to create attacking opportunities • Explore different passes that can be used to outwit defenders	Cricket • Refine batting, batting and bowling tactics • Refine fielding stopping, catching and throwing • Combine bowling and fielding creating and applying tactics • Introduce umpiring and scoring Tennis • Introduce/develop the volley • Controlling the game from the serve • Doubles, understanding and applying tactics to win a point	Athletics • Finishing a race • Evaluating our performance • Sprinting: My personal best • Relay changeovers • Shot Put • Introducing the Hurdles Rounders • Develop fielding tactics maximising players • Understand what happens if the batter misses the ball • Refine fielding tactics, what players where?



CURRICULUM MAP

	- Refine attacking skills, passing dribbling and shooting ¶ - Refine defending skills developing transition from defence to attack□			- Refine defending as a team ¶ - Create and apply defending tactics. Develop officiating□		Applying tactics in mini games□			
Music□	What shall we do with the drunken sailor?¶ Sea shanties, beat, rhythm, chords, bass, dot notation¶ □	Why we sing¶ Gospel music, instruments, structure, texture, vocal decoration□	Introduction to songwriting¶ Structure (verse/chorus), hook, lyric writing, melody.□	Madina tun nobi¶ Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones□	Building a groove¶ Beat, rhythm, basslines, riffs.□	Epoca¶ Texture, articulation, rhythm, tango□	Balinese gamelan Gamelan from Bali, interlocking rhythms, vocal chant, structure (musical cycles).□	Composing in ternary form¶ Structure (ternary form/ABA), pentatonic scale, tempo, dynamics, 20th-century orchestral music□	Kisne banoaya¶ A song from India and Pakistan, melody, accompaniment, four-part singing in a round, creating an arrangement□
PSHE□	Being me in my world:¶ The children think and plan for the year ahead, goals they could set for themselves as well as the challenges they may face. They explore their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children learn about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also learn about democracy, how it benefits the school and how they can contribute towards it.□	Celebrating Difference: ¶ The children explore culture and cultural differences. They link this to racism, debating what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. The children learn that there are direct and indirect ways of bullying as well as ways to encourage children to not using bullying behaviours. The children consider happiness regardless of material wealth and respecting other people's cultures.□	Dreams and Goals¶ The children share their dreams and goals and how they might need money to help them achieve them. They consider jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. The children look <u>as</u> the similarities and differences between themselves (and their dreams and goals) and someone from a different culture□	Healthy Me¶ The children investigate the risks associated with smoking and how it affects the lungs, liver and heart. Likewise, they learn about the risks associated with alcohol misuse. They are taught a range of basic first aid and emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. The children investigate how body types are portrayed in the media, social media and celebrity culture. They also learn about eating disorders and people's relationships with food and how this can be linked to negative body image pressures.□	Relationships¶ Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as offline, as mental health can be damaged by excessive comparison with others. This leads onto a series of lessons that allow the children to investigate and reflect upon a variety of positive and negative online/social media contexts including gaming and social networking. They learn about age-limits and also age-appropriateness. Within these lessons, children are taught the SMART internet safety <u>rules</u> and they apply these in different situations. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. Children are taught about grooming and	Changing Me¶ The children revisit self-esteem, self-image and body image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited in further detail, explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than in the previous year. Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are introduced including some facts about the			



CURRICULUM MAP

					how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use. Screen time is also <u>discussed</u> and children find ways to reduce their own screen time. This Puzzle aims to help children to be more discerning when viewing anything online or on social media	development of the foetus and some simple explanation about alternative ways of conception, e.g. IVF. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not <u>age-appropriate</u>. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also consider the perceptions that surround teenagers and reflect whether they are always accurate, e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend, etc.
--	--	--	--	--	--	--

READING

At Westfield, children should be reading daily. In Year 5, this should be for at least 10 minutes per day.

All reading should be recorded in the reading record. This can be adult or child.

Please check reading record frequently as messages can be written in here too for home.

If you listen to your child read, please ensure they understand what they are reading (comprehension).



READING

Tips and ideas:

Discuss the vocabulary with your child, do they know what the word means?

Do they know words that have a similar meaning?

Do they know words that mean the opposite?

Can they find an adjective/conjunction/noun/verb?

Can they predict what might happen next?

Can they predict how a character might react?

Discuss the story, the order of events, the character's feelings, thoughts, spoken words.

Can your child retell the story in their own words.



SPELLING

At Westfield, we follow the Twinkl spelling scheme in KS2. This scheme provides weekly spellings that are sent home on a Friday, and the children are tested the following Friday.

We adapt the spellings to better meet the needs of some learners. So, some children will receive different words to practise for their spelling tests, focusing on phonics and certain spelling rules that they need to secure.

Please practise these at home with your child, it is also important that they can use the words in a sentence too.



UNIFORM

- Please ensure everything has a name on it - **including a water bottle.**
- Blue school jumper/cardigan with school logo on it.
- White polo shirt and/or blue polo shirt.
- Grey tailored skirt/trousers/pinafore dress. Blue and white check dress for summer.
- Long hair must be tied up.
- No jewellery – stud earrings are fine.
- No nail varnish please.
- No (re)dying of hair.



P.E

PE

- Blue t-shirt with school logo
- Plain navy or black shorts/jogging bottoms
- Blue school hoodie
- Trainers (no lights) **Please ensure** children can tie their laces.

Please note:

There should be no branded logos on any clothes worn to school.

Hair which is longer than shoulder length needs to be tied up.



BEHAVIOUR



At Westfield, we acknowledge that positive experiences create positive feelings, resulting in positive behaviours. Staff will model pro-social behaviours whenever possible.

Pro-social behaviours are any actions which benefit the individual and others around them.

Examples include:

- Giving meaningful and specific verbal praise and positive feedback
- Allocating roles and responsibilities
- Communicating a child's pro-social behaviours with parents and/carers as appropriate
- Using stickers, certificates, merits, value of the week, marbles etc/
- Building in 'motivators' following the engagement of 'adult directed activities'
- Awarding Teacher and Head Teacher stickers/awards
- Acknowledging pupils in Friday Celebration assembly
- Recognising care and respect of the learning environment
- Modelling and teaching children to self-regulate using resources that help pupils to stay calm and to understand their own emotions

CELEBRATING BEHAVIOUR



- Individual rewards – stickers, charms, erasers – each class has its own reward system
- Merits are received for positive work/attitude. Headteachers certificates are then received on receipt of 10 merits
- Values certificates are given out each week to a child in each class who has demonstrated one of the school's values.
- Please share any outside achievements with us, we love to hear about them and celebrate what the children have achieved.
- Celebration assembly is on Fridays at 8:50am – all parents are welcome

BEHAVIOUR



- At Westfield, we follow the behaviour policy which includes our procedures within school. This includes our behaviour steps and level letters.

Step 1	REMINDER - Positive reminder - What is the expectation - May include <u>non-verbal</u> cues
Step 2	VERBAL WARNING GIVEN - Use of positive phrasing with reminder of expectation including what the consequence will be
Step 3	CONSEQUENCE IN CLASS - Proportionate to the behaviour - Maximum 10 minutes - e.g. move location in classroom, time to reflect, finish work in own time
Step 4	RESET - Positive reset of behaviour expectations given
Step 5	CONSEQUENCE IN ANOTHER CLASSROOM - Follow steps 1 - 4 - Proportionate to the behaviour - Maximum 10 minutes - Log on CPOMS – behaviour seen and consequence given
Step 6	CONSEQUENCE INVOLVING Senior Leadership Team: - Follow steps 1 - 4 - Consequence given involving the KS Lead/ Deputy/ Head - Parental contact and follow up where necessary - Log on CPOMS – behaviour seen and consequence given
Step 7	CONSEQUENCE INVOLVING Headteacher: - Follow steps 1 - 4 - Consequence given involving the Head - Parental contact and follow up where necessary - Log on CPOMS – behaviour seen and consequence given

HERTFORDSHIRE COUNTY COUNCIL

Headteacher
Miss E Leadsh

Tel: (01442) 865729
Fax: (01442) 874487
e-mail: admin@westfieldprimary.herts.sch.uk
www.westfieldprimary.herts.sch.uk

Westfield Primary School
& Nursery
Durrants Lane
Berkhamsded
Herts. HP4 3PJ

Level Letter

Date: _____

Dear _____,

Unfortunately, _____ has made behaviour choices which have negatively impacted on themselves and others around them.

Please discuss your child's actions with them, reinforcing our school values and the positive behaviour choices they should have made.

As discussed, we will sit down with _____ in the morning and set them up for a positive day.

Please fill in the lower part of this letter and return it to school tomorrow and if you wish to discuss anything further, please contact the office to make an appointment.

We thank you for your continued support.

Yours sincerely

On behalf of the Senior Leadership Team

I have read this letter and spoken with my child.

Child's name: _____

Class: _____

Parent/Carer signature: _____

HOME LEARNING



- **Reading** – Daily reading at home for at least 10 minutes each day and recording in the reading record (either parent or child). Reading is vital and lost books will be charged for.
- **Spellings** - These will be set weekly on a Friday and checked through a test on the following Friday each week.
- **Maths and English** – These will be completed in a CGP learning book that will come home with your child every Friday. This should be returned by the following **Wednesday at the latest** to be marked. The activity for each week will be dated on the contents page to clarify which activity should be completed.



MOBILE PHONES



- We are supporting the 'Smartphone free childhood' campaign. As such we actively encourage you not to purchase a smart phone for your child.
- Schools are working together to have a collective approach on this moving forward.
- Please read more about it at <https://smartphonefreechildhood.co.uk/>
- Mobile phones are allowed in Y5 and Y6. They are to be handed in as soon as they enter school and will be returned at the end of the day
- If your child does have a mobile phone, please carefully monitor their interaction on it. The social media issues which occur/happen at home continue into school and significantly impact mental health and learning. We need to work together to support our children.

HELPING IN SCHOOL

- Parent volunteers are very welcome in school, either regularly or ad-hoc. A DBS check is required – forms from the office.
- Reading with children – we really appreciate this in KS2.
- WISPA are always wanting and needing parental engagement – please get involved! The funds they raise help to provide a range of wider opportunities for your children as well as resources in school.



REMINDERS



- This week's homework will be for the children to write a letter to apply for a junior leadership role within the school.
- Please let the office/us know if pick up arrangements change
- Please ensure all uniform, coats, water bottles and PE kits are labelled
- Encourage your children to talk to the adults in school – we cannot help if we do not know. Any problems that arise are better dealt with there and then rather than at a later time
- Stationery is provided so please leave all personal items at home
- Everything we do is because we believe it will benefit the children. However, we are all human and mistakes may happen or a miscommunication might occur. If you think there is something we should know that will help us help your child, please do let us know and we can work together to sort it out.

DATES FOR DIARIES



Please ensure you regularly check the weekly newsletter for any upcoming events or important dates.

Some dates for your diary currently:

Friday 16th October 2026 8:45-9:30am - Open learning session

Thursday 22nd October 2026 - Parent consultations day

Friday 12th March 2027 - Year 5 class assembly

CLUBS



Monday

Sewing (Yrs 3-6)
Netball (Yrs 3-6)

Tuesday

Gardening (Yrs 1-6)
Choir (Yrs 3-6)

Wednesday

Performing Arts (Yrs 3-6)
Homework (Yrs 3-6)

Thursday

Craft (Yrs 3-6)
Football (Yrs 5-6)

External agency clubs are as follows:

Tuesday – Art and KS2 football

Thursday – Mad Science

Please talk to the office if you are interested in signing your child up for any of the clubs listed above.

THANK YOU

Thank you so much for attending, for continuing to support your child and for working with us.

If you have any questions, please feel free to ask.

